

DOCUMENT RESUME

ED 354 226

SP 034 311

TITLE The American Teacher, 1992. The Second Year: New Teachers' Expectations and Ideals. A Survey of New Teachers Who Completed Their Second Year of Teaching in Public Schools in 1992. The Metropolitan Life Survey.

INSTITUTION Harris (Louis) and Associates, Inc., New York, N.Y.

SPONS AGENCY Metropolitan Life Insurance Co., New York, N.Y.

PUB DATE 92

NOTE 35p.; For a related document, see SP 034 301.

AVAILABLE FROM Metlife, The American Teacher Survey, P.O. Box 807, Madison Square Station, New York, NY 10159-0807.

PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Attitude Change; Beginning Teachers; *Career Change; Career Choice; Elementary Secondary Education; *Job Satisfaction; National Surveys; Parent School Relationship; Public Schools; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Student Relationship; *Teaching (Occupation); Teaching Conditions; *Teaching Experience

ABSTRACT

This survey measured the experiences of new public school teachers who began their first year of teaching in the 1990-91 school year. It is the third of three surveys of this cohort of new teachers. The current survey focuses on teachers' experiences and attitudes 2 years into their teaching career, and includes questions which allow for comparisons of attitudes toward teaching now with attitudes previously reported. It also queries teachers who say they plan on leaving the profession about reasons for doing so. A total of 1,000 teachers were interviewed by telephone. Findings, displayed in 10 tables, include teachers' expectations versus experiences regarding themselves and their students; rating of schools on overall quality, teacher competence, and preparation of students for future jobs/education; satisfaction with students, parents, other teachers, principals and other administrators; and reasons for leaving the teaching profession. The survey questionnaire showing the marginal frequency for all questions appears in an appendix. (LL)

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ED354226

The Metropolitan Life Survey of

THE AMERICAN TEACHER 1992

THE SECOND YEAR:

New Teachers' Expectations and Ideals

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■ *The Metropolitan Life Survey of the American Teacher, 1985: Strengthening the Profession* examines teachers' own agenda for educational reform.

■ *The Metropolitan Life Survey of the American Teacher, 1986: Restructuring the Teaching Profession* explores the current structure of the teaching profession, and ways to restructure it.

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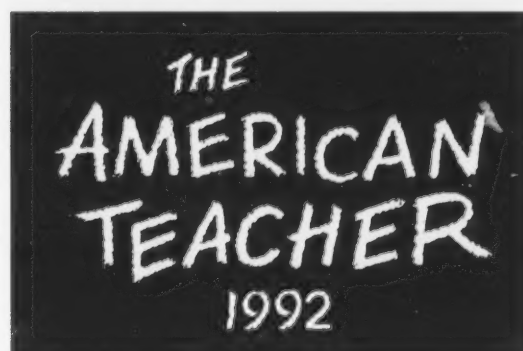
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The Metropolitan Life Survey of



THE SECOND YEAR:

New Teachers' Expectations and Ideals

*A Survey of New Teachers Who Completed
Their Second Year of Teaching in
Public Schools in 1992*

Conducted for
Metropolitan Life Insurance Company
by
Louis Harris and Associates, Inc.

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Fieldwork: July–August 1990, April–May 1991 and May–June 1992

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FOREWORD FROM METROPOLITAN LIFE

The *Metropolitan Life Survey of the American Teacher, 1989* examined teachers' assessments of nearly a decade of education reform. Highlighting the theme "Preparing Schools for the 1990s," the survey also queried teachers on their expectations about the decade ahead.

In order to sharpen the focus on emerging trends for the 90s, we have commissioned Louis Harris and Associates to conduct a three-part survey of those who are, perhaps, closest to the cutting edge in education: new teachers. Spring 1990 graduates of teacher preparation programs, these first-time teachers entered classrooms nationwide in the fall of 1990. The initial installment of the current survey captured their attitudes on several key issues just as they commenced their teaching career. In spring 1991, we returned to this cohort of new teachers to gauge their attitudes as they concluded their first year in the classroom. We returned again in the spring of 1992 and focused on comparing how these teachers' experience after two years of teaching has affected their attitudes, and how the actual experience of teaching compares with their prior expectations as measured by the previous surveys.

Our goal since we began this series in 1984 has been to provide a forum for the teacher's voice on major education issues. Over the years, respondents have identified key concerns in education improvement. And from the outset, teachers have made it clear that most join the profession — and stick it out — for one reason above all others: *teachers love to teach*. Even though they recognize the host of problems that continues to beset schools, those who entered the profession in 1990 are, if anything, redoubling that sense of idealism. While disappointments may have set in, and enthusiasms were tempered over the course of their first year, these teachers emerged with their determination intact that they can really make a difference.

Clearly, this is exciting news, matched by the excitement about teaching that appears to be building throughout America. We invite you to listen to the newest teachers for what they can tell us about the aspirations and concerns they bring to the schools of the 1990s.

CONTENTS

INTRODUCTION

<i>The Survey Design</i>	1
<i>A Note on Reading the Tables</i>	2
<i>Possible Sampling Error</i>	2
<i>Public Release of Survey Findings</i>	2
<i>Project Responsibility</i>	2

HIGHLIGHTS	3
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THE SURVEY FINDINGS

<i>Expectations vs. Experiences Regarding Themselves and Their Students</i>	5
<i>Rating of School On Overall Quality, Teacher Competence, and Preparation of Students For Future Jobs/Education</i>	9
<i>Satisfaction With Students, Parents, Other Teachers, Principals, and Other Administrators</i>	12
<i>Reasons For Leaving the Teaching Profession</i>	15

APPENDIX: THE QUESTIONNAIRE	21
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TABLES

1-1	THE DECLINE IN NEW TEACHERS' EXPECTATIONS FOR THEMSELVES AND THEIR STUDENTS.....	7
1-2	THE INCREASED BELIEF THAT CHILDREN'S PROBLEMS AFFECT THEM AS STUDENTS.....	8
2-1	TEACHER RATINGS OF THEIR SCHOOLS.....	9
2-2	TEACHER RATINGS OF THEIR SCHOOL BY SCHOOL LEVEL, FUTURE PLANS, AND STUDENTS' RACE AND INCOME.....	11
3-1	TEACHERS RATE THEIR EXPERIENCE WORKING WITH STUDENTS, PARENTS, AND OTHER EDUCATORS.....	13
3-2	TEACHERS RATE WORKING WITH OTHERS BY SCHOOL LEVEL, FUTURE PLANS, AND STUDENTS' RACE AND INCOME.....	14
4-1	LIKELIHOOD OF LEAVING TEACHING.....	17
4-2	REASONS FOR LEAVING TEACHING.....	18
4-3	REASONS FOR LEAVING TEACHING BY SCHOOL LEVEL AND LOCATION AND STUDENTS' INCOME AND RACE.....	19
4-4	THE MOST IMPORTANT REASON FOR LEAVING TEACHING.....	20

This survey was designed to measure the experiences of new public school teachers who began their first year of teaching in the 1990-1991 school year.* It includes questions on their experiences with students, administrators, other teachers, and parents.

This is the third of three surveys of this cohort of new teachers. The first survey was conducted during the summer of 1990 to measure the expectations of new graduates from teaching schools immediately prior to their first year of teaching in public schools. The second survey compared how these new teachers' experiences in their first year of teaching affected their attitudes, and how the actual experience of teaching compared with their prior expectations as measured by the first survey.

The current survey focuses on these teachers' experience two years into their teaching career. It includes questions which allow comparisons on their attitudes toward teaching now versus one and two years ago.

It also queries teachers who say they plan on leaving the profession about their reasons for doing so.

The Survey Design

A total of 1,000 teachers who began their first year of teaching in the public schools in the 1990-1991 school year were surveyed. The sample was designed to be representative of all new teachers in the public schools who:

- a. Graduated from teaching colleges in 1990 and
- b. taught for the first time in a public school in the 1990-1991 school year.

The sample was drawn from lists of 1990 graduates from a probability sample of colleges listed by the *American Association of Colleges for Teacher Education*. Graduates who did not teach full-time in public schools in 1990-91 were excluded from the sample.

The priority for fielding the sample was as follows: first, any respondents from the second phase of the study (after the first year of teaching); second, any respondents from the first phase (before teaching) which were not also included in the second phase; finally, any remaining sample from the original sample group not used in the first phase.

All interviews were conducted by telephone in May and June 1992. The survey questionnaire showing the marginal frequency for all questions appears in the Appendix.

*Eighty-nine percent of new teachers in this survey just completed their second year of teaching in public schools; 4% taught their first year in a public school and their second year in a private school; and 7% are no longer teaching.

A Note on Reading the Tables

An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). A dash (-) represents a value of zero. Percentages may not always add to 100% because of computer rounding or the acceptance of multiple answers from respondents. The base for each question is the total answering that question.

Wave 1 refers to the responses collected during summer of 1990 for the initial survey of beginning teachers. Wave 2 refers to the spring 1991 survey of teachers who completed their first year of teaching. Wave 3 refers to the spring 1992 survey of teachers who recently completed their second year of teaching in the public schools.

Any table which does not refer to any "wave" displays data for the current survey only.

Possible Sampling Error

It is customary with probability samples of 1,000 to write that "this survey has a possible sampling error of $\pm 3\%$." However, this is a somewhat misleading statement because in any survey there is a small possibility that measurement errors are substantially greater than this, and there is no way to calculate the probabilities of errors arising from factors such as human error, non-response, interviewer bias or respondents who do not understand the questions.

Public Release of Survey Findings

All Louis Harris and Associates surveys are designed to adhere to the code of standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from this survey will be released to the public, any release must stipulate that the complete report is also available, rather than simply excerpt from the survey findings.

Project Responsibility

The directors of the project at Louis Harris and Associates were Robert Leitman, Senior Vice President, and Susan Barnett, Research Associate. They worked under the overall supervision of Humphrey Taylor, President and CEO.

Louis Harris and Associates gratefully acknowledges the contributions of many individuals to this project. Our colleagues at MetLife, in particular, played a key role in the design and analysis of the data. However, responsibility for the survey questions, the findings, and their interpretation rests solely with Louis Harris and Associates.

- *New teachers who began teaching in the fall of 1990 continue to show less optimism than before they began teaching regarding the educational process and their ability to have an impact in this area. The major change in attitude occurred after just one year of teaching. The effect of the second year has been to confirm this change and, in some cases, to increase these teachers' pessimism regarding the educational process.*
 - Before teaching, 93% agreed strongly that “all children can learn,” — falling to 88% after one year and further slipping to 86% after two years.
 - Before teaching, 83% agreed strongly that they “can really make a difference in the lives of their students.” This figure has dropped to 71% today.
 - Before teaching, 28% agreed strongly that “many children come to school with so many problems that it’s difficult for them to be good students.” After one year, 47% said so; after two years an even higher 50% said so.
 - Before teaching, only 8% agreed strongly that “even the best teachers will find it difficult to really teach more than two-thirds of their students.” This figure rose to 14% after one year and still further to 16% after two years.
- *Teachers give higher ratings to their own competence, their concern for students, and the quality of education they provide than to their students' preparation for jobs or higher education.*
 - 47% rate their school “excellent” on the qualifications and competence of its teachers, 41% on the “degree to which most teachers seem to care about their students,” and a lower 35% on “the overall quality of the education that students receive.”
 - Only 26% say their school’s preparation of students for education beyond high school is excellent, while a still lower 17% say the preparation for jobs after high school is excellent.
- *Teachers who began teaching two years ago are most positive about their experience working with students, above all, and secondly, with other teachers. They are least positive about working with parents.*
 - Fully 70% say working with their students has been very satisfying and 58% say their experience with other teachers in their school has also been very satisfying. Sadly, only 25% of new teachers say their experience with parents has been very satisfying.
- *Nearly one fifth (19%) of teachers who began their teaching career two years ago say it is “very” (6%) or “fairly” (13%) likely that they will leave the teaching profession in the next five years. This sign of extreme discouragement with*

the teaching profession is particularly common among new teachers teaching high school and inner city or urban students and in schools with large numbers of minority and lower income students.

- *New teachers who are likely to leave the profession are more negative than others about the efforts of teachers in the educational process, rate their school less favorably on its impact on students' lives, and have had less positive working experiences with the other participants in the educational process.*
- *New teachers who are likely to leave the teaching profession in the next five years most often cite lack of parental support as a major factor in their decision (40%). Needing or wanting more money and lack of support from the school administration, next on the list of reasons for leaving teaching, are cited as major factors by smaller percentages of teachers (both 29%).*

1. Expectations vs. Experiences Regarding Themselves and Their Students

New teachers who began teaching in the fall of 1990 are considerably less optimistic now ("Wave 3" in Table 1-1) than before starting teaching ("Wave 1") regarding the difficulty of teaching and the impact of the educational process on their students' lives. It should be noted, however, that this change in attitude occurred in large part after the first year of teaching ("Wave 2") and that their attitudes have changed relatively little since then. The effect of the second year of teaching, therefore, has been to confirm the major change in attitude occurring after the first year and, in three of the five cases, to increase slightly these teachers' pessimism or cynicism regarding the educational process (Tables 1-1, 1-2).

- Teachers with two years of teaching experience still overwhelmingly believe that "all children can learn," although the strength of their belief in this statement has dropped somewhat. Before teaching, 93% agreed strongly with this statement — falling to 88% after one year and further slipping to 86% after two years.
- The experience of teaching appears generally to have dampened the teachers' belief in their ability to have an impact on their students. Before teaching, 83% agreed strongly that they "can really make a difference in the lives of their students." This figure dropped sharply to 68% after one year in the schools. At the two year mark, however, there has been a slight rebound in optimism, with 71% strongly agreeing.
- There has been a more consistent shift, however, in the proportion of new teachers who agree strongly that "many children come to school with so many problems that it's difficult for them to be good students." While 28% agreed strongly with that statement before teaching, 47% said so after one year and an even higher 50% after two years. For teachers in high schools and in schools with larger proportions of minority and lower income students, this proportion rises substantially in all three phases measured — before teaching, after one year, and after two years. *Before teaching, white teachers were nearly twice as likely as black or Hispanic teachers to agree strongly with this statement. After one year, and again after two years, minority teachers were equally as likely as white teachers to agree strongly.* In 1990, teachers at every school location were equally likely to say children faced many problems which made it difficult to become good students. After one year and two years of teaching, rural and urban teachers were much more likely than their suburban counterparts to say this. Inner city teachers are now most likely (60%) to agree strongly with this statement, followed by rural teachers (53%).

- Due at least in part to these often intractable problems which children face, increasing numbers of new teachers agree strongly that "even the best teachers will find it difficult to really teach more than two-thirds of their students" — rising from 8% before teaching up to 14% after one year and still further to 16% after two years.
- A substantial minority of new teachers persist in the belief that, despite the problems, they can still make a difference to their own students. The proportion agreeing strongly with the statement, "if I do my job well, my students will benefit regardless of how the rest of the school functions" — just over two-fifths — has not changed over the course of these new teachers' career.

Table 1-1

**THE DECLINE IN NEW TEACHERS' EXPECTATIONS FOR THEMSELVES
AND THEIR STUDENTS**

WAVE 1

QUESTION: *I am going to read you a list of statements about students. Please tell me for each if you agree strongly, somewhat agree, somewhat disagree, or disagree strongly.*

WAVE 2

QUESTION: *I am going to read you a list of statements about students. Based on your experiences in your school this year, please tell me for each if you agree strongly, somewhat agree, somewhat disagree, or disagree strongly.*

WAVE 3

QUESTION: *I am going to read you a list of statements about students. Based on your experiences in the public schools, please tell me for each if you agree strongly, somewhat agree, somewhat disagree, or disagree strongly.*

	AGREE STRONGLY			SOMEWHAT AGREE			SOMEWHAT DISAGREE			DISAGREE STRONGLY			TOTAL					
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
	P E R C E N T A G E																	
All children can learn	93	88	82	6	10	11	*	1	1	*	*	*	99	98	94	1	2	1
I can really make a difference in the lives of my students	83	69	58	16	30	31	1	1	1	*	*	*	99	98	94	1	2	1
If I do my job well, my students will benefit regardless of how the rest of the school functions	42	43	42	47	40	37	10	9	8	1	3	3	89	89	87	10	11	11
Many children come to school with so many problems that it's very difficult for them to be good students	28	47	58	47	43	39	18	8	8	6	3	3	75	80	83	25	11	11
Even the best teachers will find it difficult to really teach more than two-thirds of their students	8	14	21	38	43	41	39	39	39	15	11	11	45	53	58	54	41	41

*Less than 0.5%

Table 1-2

THE INCREASED BELIEF THAT CHILDREN'S PROBLEMS
AFFECT THEM AS STUDENTS

WAVE 1

QUESTION: *I am going to read you a list of statements about students. Please tell me for each if you agree strongly, somewhat agree, somewhat disagree, or disagree strongly.*

WAVE 2

QUESTION: *I am going to read you a list of statements about students. Based on your experiences in your school this year, please tell me for each if you agree strongly, somewhat agree, somewhat disagree, or disagree strongly.*

WAVE 3

QUESTION: *I am going to read you a list of statements about students. Based on your teaching experience in the public schools, please tell me for each if you agree strongly, somewhat agree, somewhat disagree, or disagree strongly.*

	Base			Proportion Who Strongly Agree That "Many Children Come To School With So Many Problems That It's Very Difficult For Them To Be Good Students."		
	WAVE 1	WAVE 2	WAVE 3	WAVE 1	WAVE 2	WAVE 3
TOTAL	1002	1007	1001	28	47	34
PERCENTAGE						
Teacher's Race						
White	936	924	924	29	47	34
Black or Hispanic	66	83	77	15	50	30
School Location						
Inner City	108	118	118	30	53	39
Urban	137	129	129	30	48	37
Suburban	306	274	274	27	40	30
Small Town	276	282	282	27	50	30
Rural	146	180	180	30	52	32
Proportion of Low Income Students						
All or Many	241	322	322	38	57	45
Some	434	427	427	27	45	34
A Few or None	205	177	177	25	34	21
Proportion of Minority Students						
All or Many	260	291	291	37	56	44
Some	320	297	297	26	44	34
A Few or None	348	372	372	26	45	22
School Type						
Elementary	565	505	505	23	44	34
Junior High/Middle	156	167	167	34	47	37
High	217	191	191	37	56	35
Both Junior and High	38	36	36	22	50	33

2. Rating of School On Overall Quality, Teacher Competence, and Preparation of Students For Future Jobs/Education

When asked to rate five "aspects on which public schools can be judged," new teachers rate those directly relating to teachers most highly. For example, nearly half (47%) give "the qualifications and competence" of their school's teachers excellent marks and 41% give the "degree to which most teachers seem to care about their students" excellent marks.

These new teachers are less favorable in their evaluation of their school's ability to provide students with a high quality education and preparation for the future. Just over one-third (35%) rate "the overall quality of the education that students receive at your school" as excellent. Only 26% say their school's preparation of students for education beyond high school is excellent, while a still lower 17% say the preparation for jobs after high school is excellent. These two measures of the school's preparation receive the highest negative scores of 20% and 29%, respectively (Table 2-1).

Higher proportions of teachers in elementary schools and schools with small minority and lower income enrollments give their school high marks on each of the five aspects mentioned. Not surprisingly, teachers who intend to stay in the teaching profession are also likelier to rate their school favorably on these qualities (Table 2-2).

OBSERVATION: *One consistent message throughout this survey is the more negative experiences of teachers of minority and lower income students. This is particularly disturbing in light of the fact that minority and lower income students are among the more disadvantaged and in need of a quality education to escape poverty.*

Table 2-1

TEACHER RATINGS OF THEIR SCHOOLS

QUESTION: *For each of the following aspects on which public schools can be judged, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect.*

	EXCELLENT	GOOD	FAIR	POOR	NOT SURE	POSITIVE	NEGATIVE
Base: 1000	P E R C E N T A G E						
The qualifications and competence of teachers in your school	47	45	7	1		92	
The degree to which most teachers seem to care about their students	41	48	10	1		89	
The overall quality of the education that students receive at your school	35	52	12	1		86	
The success of the school in preparing students for education beyond high school	26	50	17	3		75	
The success of the school in preparing students for jobs after high school	17	50	24	4		67	

*Less than 0.5%

Table 2-2

TEACHER RATINGS OF THEIR SCHOOL BY SCHOOL LEVEL, FUTURE PLANS, AND STUDENTS' RACE AND INCOME

QUESTION: *For each of the following aspects on which public schools can be judged, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect.*

	(Percent Saying Excellent)											LIKELIHOOD OF LEAVING TEACHING PROFESSION
	TOTAL	SCHOOL LEVEL			MINORITY STUDENTS			LOWER INCOME STUDENTS			YES	NO
		ELEMENTARY	JUNIOR / MIDDLE	HIGH	ALL / MANY	SOME	FEW / NONE	ALL / MANY	SOME	FEW / NONE		
B A S E	1000	576	191	193	329	247	130	441	355	104	251	743
P E R C E N T A G E												
The qualifications and competence of teachers in your school	47	52	45	37	41	46	31	42	45	39	41	40
The degree to which most teachers seem to care about their students	41	50	32	24	35	42	14	36	41	20	31	19
The overall quality of the education that students receive at your school	36	43	30	18	25	37	10	25	35	10	25	11
The success of the school in preparing students for education beyond high school	20	29	26	14	19	25	9	15	27	4	19	23
The success of the school in preparing students for jobs after high school	17	21	16	8	11	17	3	10	17	3	12	10

3. Satisfaction With Students, Parents, Other Teachers, Principals, and Other Administrators

In their two years of teaching, new teachers are most positive about working with their students, above all, and are also positive about working with other teachers. Fully 70% say their experience as a public school teacher working with their students has been very satisfying. A majority of 58% also say their experience with other teachers in their school has been very satisfying.

These relatively new teachers' experience with school administrators has been more disappointing. While just under half (48%) say their experience with their principal has been very satisfying, only 32% give a similar rating to their experience with other administrators.

Only a 25% minority of new teachers say their experience with parents has been very satisfying. An equal percentage describe this experience as either somewhat (18%) or very (7%) unsatisfying (Table 3-1).

As with school ratings, teachers in elementary schools and schools with fewer lower income and minority students are more likely to report positive experiences with each of the groups playing a key role in the educational system. And, once again, higher proportions of teachers who intend to remain in their profession had very positive experiences with each of these major players in the educational system (Table 3-2).

Table 3-1**TEACHERS RATE THEIR EXPERIENCE WORKING WITH STUDENTS PARENTS, AND OTHER EDUCATORS**

QUESTION: *In the last two years, (has/was) your experience as a public school teacher working with the following (been) very satisfying, somewhat satisfying, somewhat unsatisfying, or very unsatisfying?*

	VERY SATISFYING	SOMEWHAT SATISFYING	SOMEWHAT UNSATISFYING	VERY UNSATISFYING
Base: 1000	P E R C E N T A G E			
Your Students	70	27	2	1
Other Teachers in your School	58	37	5	0
Your Principal	48	37	9	6
Administrators Other than your Principal	32	47	14	7
Parents	25	48	18	9

*Less than 0.5%

Table 3-2

TEACHERS RATE WORKING WITH OTHERS BY SCHOOL LEVEL, FUTURE PLANS, AND STUDENTS' RACE AND INCOME

QUESTION: *In the last two years, (has/was) your experience as a public school teacher working with the following (been) very satisfying, somewhat satisfying, somewhat unsatisfying, or very unsatisfying?*

(Percent Saying Very Satisfying)												
	TOTAL	SCHOOL LEVEL			MINORITY STUDENTS			LOWER INCOME STUDENTS			LIKELIHOOD OF LEAVING TEACHING PROFESSION	
		ELEMENTARY	JUNIOR / MIDDLE	HIGH	ALL / MANY	SOME	FEW / NONE	ALL / MANY	SOME	FEW / NONE	YES	NO
B A S E	1000	576	191	163	329	247	420	441	355	164	251	743
P E R C E N T A G E												
Your Students	70	78	60	60	64	74	73	70	66	75	60	73
Other Teachers in your School	55	62	58	47	55	57	60	56	54	63	51	60
Your Principal	45	53	49	35	41	52	51	45	45	61	35	51
Administrators Other than your Principal	32	34	33	25	30	35	33	32	29	40	21	36
Parents	25	34	16	11	18	27	30	18	25	43	17	29

4. Reasons For Leaving the Teaching Profession

Almost one-fifth of new teachers completing their second year of teaching say it is "very" (6%) or "fairly" (13%) likely that they "will leave the teaching profession to go into some different occupation" within the next five years. This sign of extreme discouragement with the teaching profession is particularly common among new teachers teaching high school (27%) in inner city or urban settings (24%), and in schools having large numbers of minority (23%) and lower income (21%) students (Table 4-1).

The reason most often cited as a major factor for leaving teaching is "lack of support or help for students from their parents." Fully 40% of teachers who intend to leave their profession name this reason as a major factor in their decision.

Almost three in ten teachers cite financial reasons — needing or wanting to earn more money (29%) — and lack of support from school administration (29%) as major factors in their thinking about giving up teaching. Nearly as many say a major factor in their plans is that "all the social problems faced by students make teaching too difficult" (25%).

Very few new teachers say inadequate preparation for students with different backgrounds (5%) and dissatisfaction or boredom with teaching (5%) are major factors. In fact, at least 70% say these two reasons are "not a factor" (Table 4-2).

Teachers at schools with many minority and lower income students are much more likely than other teachers to cite lack of support from parents, lack of support from the school administration, and the social problems faced by students as major factors in their planning to leave the profession.

Higher proportions of high school teachers than of junior high or elementary school teachers cite lack of parental support and the social problems facing students as major factors in leaving teaching.

And it is more common for teachers in inner city or urban locations than those in suburban, small town or rural locations to cite lack of support from school administration and students' social problems as major factors in this decision (Table 4-3).

When asked which is the *most important factor* in their decision to change professions, lack of support from parents and school administrators tie for top mention — 18% cite each of these factors as most important. The need to earn more money follows closely with 16%.

Less than one in ten name any of the other factors as the most important factor. These factors include: the social problems faced by students (7%), job availability (6%), raising a family (5%), the loss of a job (3%), dissatisfaction with teaching (3%), and inadequate preparation for teaching students with different backgrounds (1%) (Table 4-4).

OBSERVATION: *Lack of parental support and cooperation is an area of major dissatisfaction and discouragement for these new teachers, as it also was for experienced teachers surveyed in the Metropolitan Life Survey of the American Teacher, conducted in March 1992. Experienced teachers saw a lack of parental support as by far the most serious hindrance to students' ability to learn — more daunting than other problems often highlighted in the media such as alcohol or drug abuse, problems speaking English, or even violence in the school.*

Table 4-1

LIKELIHOOD OF LEAVING TEACHING

QUESTION: *Within the next five years, how likely is it that you will leave the teaching profession to go into some different occupation — very likely, fairly likely, not too likely, or not at all likely?*

Base: All Those Currently Teaching

	TOTAL	SCHOOL LEVEL			SCHOOL LOCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
		ELEMENTARY	JUNIOR / MIDDLE	HIGH	INNER CITY / URBAN	SUBURBAN / SMALL TOWN	RURAL	ALL / MANY	SOME	FEW / NONE	ALL / MANY	SOME	FEW / NONE
B A S E	928	542	175	176	249	493	183	309	227	299	413	324	191
P E R C E N T A G E													
Very Likely		6	3		6	6		6	7		6	6	
Fairly Likely		11	15		18	12		17	10		15	13	
Not Too Likely		28	34		29	30		29	31		30	36	
Not At All Likely		55	47		45	51		48	51		48	45	

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Table 4-2

REASONS FOR LEAVING TEACHING

QUESTION: *(Is/Was) each of the following a major factor, a minor factor, or not a factor in your (thinking about) leaving teaching?*

*Base: Very/Fairly Likely Will Leave The Teaching Profession/Not Teaching At All
(Percent Saying Major Factor)*

	MAJOR FACTOR	MINOR FACTOR	NOT A FACTOR	NOT SURE
Base: 251	P E R C E N T A G E			
Lack of support or help for students from their parents	40	27	29	
You need(ed) or want(ed) to earn more money	29	27	41	
Lack of support from school administration	29	30	37	
All the social problems faced by students make teaching too difficult	25	32	39	
You (don't/didn't) feel fully prepared to teach students with different ethnic and cultural backgrounds	5	16	76	
Teaching (has become/became) boring and less satisfying	5	22	70	

Table 4-3

REASONS FOR LEAVING TEACHING BY SCHOOL LEVEL AND LOCATION AND STUDENTS' INCOME AND RACE

QUESTION: (Is/Was) each of the following a major factor, a minor factor, or not a factor in your (thinking about) leaving teaching?

*Base: Very/Fairly Likely Will Leave The Teaching Profession/Not Teaching At All
(Percent Saying Major Factor)*

	SCHOOL LEVEL			SCHOOL LOCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS			
	TOTAL	ELEMENTARY	JUNIOR / MIDDLE	HIGH	INNER CITY / URBAN	SUBURBAN / SMALL TOWN	RURAL	ALL / MANY	SOME	FEW / NONE	ALL / MANY	SOME	FEW / NONE
B A S E	257	122	49	63	75	135	41	91	58	101	114	94	38
P E R C E N T A G E													
Major Factor In Leaving Teaching:													
Lack of support or help for students from their parents	43	32	41	61	40	38	40	53	36	30	50	36	34
You need(ed) or want(ed) to earn more money	29	30	22	33	27	28	30	34	24	23	31	26	27
Lack of support from school administration	20	26	35	27	35	27	27	37	24	28	39	27	18
All the social problems faced by students make teaching too difficult	16	23	18	23	35	21	23	36	21	18	32	22	12
You (don't/didn't) feel fully prepared to teach students with different ethnic and cultural backgrounds	5	3	6	8	8	4	8	8	3	4	5	6	3
Teaching (has become/ became) boring and less satisfying	3	4	4	5	8	3	7	9	3	7	6	6	-

Table 4-4

THE MOST IMPORTANT REASON FOR LEAVING TEACHING

QUESTION: Which one (is/was) the most important factor?

Base: Very/Fairly Likely Will Leave The Teaching
Profession/Not Teaching At All

B A S E	TOTAL
	PERCENTAGE
Lack of support or help for students from their parents	18
Lack of support from school administration	18
You need(ed) or want(ed) to earn more money	18
All the social problems faced by students make teaching too difficult	7
Job availability/no jobs	6
Raising a family	5
Laid off/lost job	5
Teaching (has become/became) boring and less satisfying	9
You (don't/didn't) feel fully prepared to teach students with different ethnic and cultural backgrounds	1
Other	14
Not sure	10

Appendix:
THE QUESTIONNAIRE

LOUIS HARRIS AND ASSOCIATES
630 Fifth Avenue
New York, New York 10111

FOR OFFICE USE ONLY:

Questionnaire No.: 5 - 6 - 7 - 8

Study No. 922021 (NEW TEACHERS III)

Card Number (9)

May 13, 1992

Sample Point No.:

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10 - 11 - 12 - 13 - 14 - 15 - 16

Time Started: _____ A.M./P.M.

Interviewer: _____ Date: _____

Area Code: _____ Telephone No.: _____ (17-26)

Hello, I'm _____ from Louis Harris and Associates, the national survey research firm in New York. As you probably remember, you agreed to be part of a panel of relatively new teachers. We may have spoken to you about a year ago. We are conducting another national survey of relatively new teachers to learn about their attitudes and experiences, and would like to ask you a few questions. (IF NECESSARY: We are also interested in including the opinions of former teachers.)

FROM OBSERVATION: Respondent Sex

Male (27(22-1
Female 78-2

S1a. Are you still a full-time paid teacher in a public school or have you left public school teaching?
(IF ON LEAVE OF ABSENCE, ASK: Do you plan to return to teaching, or not?)

Yes, still full-time public school teacher (28 (80-1
Used to be, but now part-time public school
teacher (vol.) 8-2 (SKIP TO Q.A1)
No, no longer public school teacher 11-3 } (ASK Q.S1b)
This will be my last year in public schools (vol.) 1-4
Never taught in full-time public school (vol.) -5 } (SCREEN OUT)
Not sure/refused -6

S1b. (Are you/will you be) teaching in a private or parochial school, or won't you be teaching at all?

Yes, in private/parochial school (29 (33-1 } (SKIP TO Q.A1)
No, not teaching at all 62-2 (ASK Q.S2)
Not sure/refused 5-3

S2. Do you have another job (lined up), or (are you/will you be) no longer working?

Yes, have other job (30 (65-1 } (ASK Q.S3)
No, no other job 30-2 } (SKIP TO Q.A1)
Not sure/refused 5-3

S3. What kind of work (will you be/are you) doing?

Administration = 12%; Counselor = 8% (31-32)

Not sure (33 (79-1
Refused 2-2

ASK EVERYONE

A1. I am going to read you a list of statements about students. Based on your teaching experience in the public schools, please tell me for each if you agree strongly, somewhat agree, somewhat disagree, or disagree strongly? *READ EACH ITEM*

ROTATE—START AT "X"	Agree Strongly	Somewhat Agree	Somewhat Disagree	Disagree Strongly	Not Sure
() 1. All children can learn	(34 (<u>86-1</u>	<u>13-2</u>	<u>1-3</u>	<u>*-4</u>	<u>*-5</u>
() 2. If I do my job well, my students will benefit regardless of how the rest of the school functions	(35 (<u>43-1</u>	<u>47-2</u>	<u>8-3</u>	<u>2-4</u>	<u>*-5</u>
() 3. Many children come to school with so many problems that it's very difficult for them to be good students	(36 (<u>50-1</u>	<u>39-2</u>	<u>8-3</u>	<u>3-4</u>	<u>*-5</u>
() 4. Even the best teachers will find it difficult to really teach more than two-thirds of their students	(37 (<u>16-1</u>	<u>40-2</u>	<u>32-3</u>	<u>11-4</u>	<u>1-5</u>
() 5. I can really make a difference in the lives of my students	(38 (<u>71-1</u>	<u>28-2</u>	<u>1-3</u>	<u>*-4</u>	<u>*-5</u>

A2. For each of the following aspects on which public schools can be judged, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect. *READ EACH ITEM* (IF NECESSARY: Please rate the *last* public school you taught in.)

ROTATE — START AT "X"	Excellent	Good	Fair	Poor	Not Sure
() 1. The qualifications and competence of teachers in your school	(39 (<u>47-1</u>	<u>45-2</u>	<u>7-3</u>	<u>1-4</u>	<u>*-5</u>
() 2. The degree to which most teachers seem to care about their students	(40 (<u>41-1</u>	<u>48-2</u>	<u>10-3</u>	<u>1-4</u>	<u>*-5</u>
() 3. The success of the school in preparing students for education beyond high school	(41 (<u>26-1</u>	<u>50-2</u>	<u>17-3</u>	<u>3-4</u>	<u>4-5</u>
() 4. The success of the school in preparing students for jobs after high school	(42 (<u>17-1</u>	<u>50-2</u>	<u>24-3</u>	<u>4-4</u>	<u>5-5</u>
ASK ITEM 5 LAST					
() 5. The overall quality of the education that students receive at your school	(43 (<u>35-1</u>	<u>52-2</u>	<u>12-3</u>	<u>1-4</u>	<u>1-5</u>

IF "NOT TEACHING AT ALL" IN Q.S1b, SKIP TO Q.B2 — OTHERWISE ASK Q.B1

B1. Within the next five years, how likely is it that you will leave the teaching profession to go into some different occupation—very likely, fairly likely, not too likely, or not at all likely?

Very likely	(44 (<u>6-1</u>	) (ASK Q.B2)
Fairly likely	<u>13-2</u>	
Not too likely	<u>31-3</u>	) (SKIP TO Q.C1)
Not at all likely	<u>49-4</u>	
Not sure	<u>1-5</u>	

B2. (Is/was) each of the following a major factor, a minor factor, or not a factor in your (thinking about) leaving teaching? *READ EACH ITEM, RECORD BELOW*

B3. Which **one** (is/was) the most important factor? *SINGLE RECORD BELOW*

ROTATE — START AT "X"	Q.B2				Q.B3
	Major Factor	Minor Factor	Not A Factor	Not Sure	
() a. Lack of support from school administration.....	(45 (29-1	30-2	37-3	3-4	(51 (18-1
() b. Teaching (has become/became) boring and less satisfying.....	(46 (5-1	22-2	70-3	3-4	3-2
() c. You (don't/didn't) feel fully prepared to teach students with different ethnic and cultural backgrounds.....	(47 (5-1	16-2	76-3	3-4	1-3
() d. You need(ed) or want(ed) to earn more money.....	(48 (29-1	27-2	41-3	3-4	16-4
() e. All the social problems faced by students make teaching too difficult.....	(49 (25-1	32-2	39-3	3-4	7-5
() f. Lack of support or help for students from their parents.....	(50 (40-1	27-2	29-3	4-4	18-6
Other (vol.) (SPECIFY): No Jobs = 6%; Raising a Family = 5%; Lost Job = 3%; Other = 14%.....	XXXXXXXX	XXX	XXX	XX	-7
Not Sure	XXXXXXXX	XXX	XXX	XX	10-8

ASK EVERYONE

C1. In the last two years, (has/was) your experience as a public school teacher working with (*READ EACH ITEM*) (been) very satisfying, somewhat satisfying, somewhat unsatisfying, or very unsatisfying?

ROTATE — START AT "X"	Very Satisfying	Somewhat Satisfying	Somewhat Unsatisfying	Very Unsatisfying	Not Sure
() 1. Your students.....	(52 (70-1	27-2	2-3	1-4	-5
() 2. Your principal	(53 (48-1	37-2	9-3	4-4	1-5
() 3. Parents.....	(54 (25-1	48-2	18-3	7-4	2-5
() 4. Other teachers in your school.....	(55 (58-1	37-2	5-3	*-4	*-5
() 5. Administrators other than your principal.....	(56 (32-1	47-2	14-3	3-4	4-5

F. Factuals

F1. Now I have a few factual questions to help classify your answers. In the 1991-1992 school year, do/did you teach in an elementary school, a junior high or middle school, or a high school? *SINGLE RECORD* (IF I DIDN'T TEACH IN 1991-1992, ASK ABOUT LAST PUBLIC SCHOOL TAUGHT IN)

Elementary school (Grades K-5 or 6)	(57 (58-1
Junior high or middle school (Grades 6 or 7-8 or 9).....	19-2
High school (Grades 9-12 or 10-12)	19-3
Both junior high and high school	4-4
Not sure	*-5

F2. Is the area where your school is located considered inner city, urban, suburban, small town, or rural? (IF NECESSARY, ASK ABOUT LAST PUBLIC SCHOOL TAUGHT IN)

Inner city.....	(58 (14-1
Urban.....	12-2
Suburban.....	26-3
Small town	27-4
Rural	20-5
Not sure	*-6

F3. How many students in your school come from families whose income is below the average of the community—all of them, many of them, some of them, only a few, or none? (IF NECESSARY, ASK ABOUT LAST PUBLIC SCHOOL TAUGHT IN)

All of them	(59 (5-1
Many of them.....	39-2
Some of them.....	36-3
Only a few	18-4
None of them.....	1-5
Not sure	1-6

F4. How many students in your school are from minority families—all of them, many of them, some of them, only a few, or none? (IF NECESSARY, ASK ABOUT LAST PUBLIC SCHOOL TAUGHT IN)

All of them	(60 (6-1
Many of them.....	27-2
Some of them.....	25-3
Only a few	36-4
None of them.....	7-5
Not sure	*-6

F5. Do you consider yourself of Hispanic origin or descent, or not?

Yes, Hispanic.....	(61 (5-1
No, not Hispanic.....	95-2
Not sure	*-3

F6. Do you consider yourself White, Black, Asian, or something else?

White	(62 (93-1
Black	4-2
Asian	1-3
Other	2-4
Not sure	-5
Refused.....	*-6

That completes the interview. Thank you very much for your cooperation!

Time Ended: _____ AM/PM

For More Information

Copies of The Metropolitan Life Survey of the American Teacher are available while in print, by writing to:

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THE AMERICAN TEACHER SURVEY
P.O. Box 807
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